 DRA2 Assessment Guidebook

CBLA (Colorado Basic Literacy Act) requires that all students have a screening assessment in the fall and a summative assessment in the spring that contribute to a body of evidence that helps to identify students who may not meet grade level expectations and to help inform instructional programming. In TSD, the DRA2 will be used for kindergarten through third grades for both required state reporting and our internal best-practice instructional purposes. DRA2 spring scores in grades K-3 will be reported to the Colorado Department of Education to comply with CBLA requirements.

*\*Students in grades 3-5 will be screened with Acuity. DRA2 will be used to report end of year (EOY) 3rd Grade CBLA documentation.*

**TSD Requirements for Administration of DRA2:**

**FALL**

* The DRA2 should be administered to **all** students in grades K-2.

* DRA2 assessments are required during the established testing window.   
  See the Elementary Testing Schedule from The Office of Accreditation and Accountability for testing windows.
* Kindergarten FALL requirements include Word Analysis Tasks 1, 3, 4, 5, 6, 9, 11 and 12.
* Word Analysis Tasks in 1st and 2nd grades certainly add to the instructional knowledge gathered about each student, but these scores will not be uploaded to Infinite Campus.
* Required DRA2 assessment components for identified Kindergarten readers and all 1st and 2nd Graders: Reading Engagement, Oral Reading Fluency (ORF), and Comprehension. Scoring of these components should be in compliance with DRA2 Guidelines found in the DRA2 Teacher Guide. Reading Engagement must be administered, but is not used for determining the highest independent reading level.
* Teachers are required to confirm the independent DRA2 reading level (ORF and Comprehension) of each student. Teachers can begin with the level from the previous SPRING to identify current independent reading level. If the student cannot read spring level independently, testing down is necessary as it offers important instructional information. If the student can read SPRING level independently, testing up is necessary as it also offers important instructional information. The Teacher Observation Guide and Student Booklet, when appropriate, need to be kept in the student’s literacy folder.
* Data that must be entered into Infinite Campus:

1. The independent DRA2 level
2. Whether a student received an accommodation during DRA2 testing

**SPRING**

* The DRA2 should be administered to all students in grades K-3.  
  See the Elementary Testing Schedule from The Office of Accreditation and Accountability for testing windows.
* Required SPRING DRA2 assessment components for Kindergarten, 1st, 2nd and 3rd Grade: Reading Engagement, Oral Reading Fluency (ORF), and Comprehension. Reading Engagement must be administered, but is not used for determining the highest independent reading level.
* Teachers are **required to find each student’s highest DRA2 independent reading level**. In order to ensure the highest independent level, testing must continue until the first instructional level, or lower, is found. Students reaching 28 or higher on the independent level must also be assessed with the Written Comprehension component. This gives validity to the independent reading score. Both the highest independent level, the instructional level, Teacher Observation Guide and Student Booklet must be kept in the student’s literacy folder.
* A student’s independent reading level is determined when **both** the fluency and comprehension scores fall in the independent range on the DRA2 Continuum.
* The following data must be entered into Infinite Campus:

1. The independent DRA2 level
2. Whether a student received an accommodation during DRA2 testing

**The TSD DRA2 Proficiency Chart is designed to help clarify the DRA2 level results by grade.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | DRA2 Reading Grade Level Proficiencies  **FALL** | | | Reading Level Goal Approximations  Mid-Year Estimation | | | DRA2 Reading Grade Level Proficiencies  **SPRING** | | |
|  | Success  Level | DRA2 | Fountas & Pinnell Level Correlation | Success Level | DRA2 | Fountas & Pinnell Level Correlation | Success Level | DRA2 | Fountas & Pinnell Level Correlation |
| **K** | Substantially Deficient | < A | - | Substantially Deficient | ≤ A | A | Substantially Deficient | ≤ A | A |
| Partially Proficient | 1 | A | Partially Proficient | 1 | A | Partially Proficient | 1-3 | A-C |
| Proficient | 2-6 | B-E | Proficient | 2-10 | B-F | Proficient | 4-16 | D-I |
| Advanced | ≥ 8 | ≥ E | Advanced | ≥ 12 | ≥ G | Advanced | ≥ 18 | ≥ J |
| **1** | Substantially Deficient | ≤ 1 | A | Substantially Deficient | ≤ 6 | ≤ E | Substantially Deficient | ≤ 10 | ≤ F |
| Partially Proficient | 2-3 | B-C | Partially Proficient | 8-10 | E-F | Partially Proficient | 12-16 | G-I |
| Proficient | 4-18 | D-E | Proficient | 12-20 | G-K | Proficient | 18-24 | J-L |
| Advanced | ≥ 20 | ≥ K | Advanced | ≥ 24 | ≥ L | Advanced | ≥ 28 | ≥ M |
| **2** | Substantially Deficient | ≤ 10 | ≤ F | Substantially Deficient | ≤ 14 | ≤ H | Substantially Deficient | ≤ 18 | ≤ J |
| Partially Proficient | 12-16 | G-I | Partially Proficient | 16-20 | I-K | Partially Proficient | 20-24 | K-L |
| Proficient | 18-30 | J-N | Proficient | 24-30 | L-N | Proficient | 28-34 | M-O |
| Advanced | ≥ 34 | ≥ O | Advanced | ≥ 34 | ≥ O | Advanced | ≥ 38 | ≥ P |
| **3** | Substantially Deficient | ≤ 18 | ≤ J | Substantially Deficient | ≤ 20 | ≤ K | Substantially Deficient | ≤ 28 | ≤ M |
| Partially Proficient | 20-24 | K-L | Partially Proficient | 24-30 | L-N | Partially Proficient | 30-34 | N-O |
| Proficient | 28-38 | M-R | Proficient | 34-38 | O-R | Proficient | 38-40 | P-T |
| Advanced | ≥ 40 | ≥ S | Advanced | ≥ 40 | ≥ S | Advanced | > 40 | > T |

**For more information…**

**Colorado Early Literacy Act (HB1238):**

The Colorado Early Literacy Act requires schools use a body of evidence to determine competency in reading. In grades K-3, the DRA2 scores are reported to the state the spring of each school year. This act will replace the Colorado Basic Literacy Act (CBLA).

**Individual Literacy Plans:**

Students not reading at grade level based on a body of evidence, including the DRA2 assessment, but not exclusively based on DRA2, should have an Individual Literacy Plan (ILP) or IEP with literacy goals with explicit plans for communicating with families.

*\*This is a year of transition with our current ILP process, as the new Colorado Early Literacy Act will be implemented in the 2013-2014 school year. More details regarding the transition to the READ Act will be provided by our state this coming year.*

**Literacy Folders:**

Each student’s Literacy Folder should hold copies of the current instructional and independent level assessments, copies of the notes related to conferences with parents, and other parent communication documentation. Student scores may also be a part of this folder, but it is not required since the scores are entered into Infinite Campus. DRA2 documentation may be used as part of the RTI problem-solving process. The

**New students who enter after the testing window**

If a student enrolls without a current DRA2 assessment, the DRA2 must be administered within the first two weeks of enrollment to provide the teacher with necessary instructional information. Copies if the testing documentation should be placed in the Literacy Folder. These scores will not be entered into Infinite Campus.

**Administration processes:**

**Determining the “highest independent level”**

An independent level is determined when both the Oral Reading Fluency (ORF) score and Comprehension score fall into the *independent* range on the DRA2 Continuum. The **highest** independent level is determined when a student’s score on a level falls into the *instructional* range, or lower, on the continuum. The level below this is the **highest independent level**. The independent level assessment and instructional level assessment, or lower, must be kept in the Literacy Folder.

**Where to begin if there is no previous data**

Thompson School District has a “Quick Check” to aid text selection for new students. Running records and the DRA2 comparable text list will offer some guidance about an appropriate starting level. This is a recommended starting point, but you may want to start at a lower level than the quick check suggests.

**Text selection at levels 28 and higher**

It is recommended that students select the DRA2 text from the titles at the level to be tested. Students will comprehend better if they have some background knowledge and/or interest in the text. To expedite the assessment process, pre-select the text level based on prior data (running records, previous DRA2 reading level, reading observations) and offer the student texts at that level.

It is always recommended to use an “unseen” text in an assessment environment. However, if a text proved too difficult for a student previously, the text may be used if six or more weeks have passed between testing sessions. The only portion of the assessment that a student will score higher on with a seen text is the prediction portion.

**Oral Reading Fluency**

The Oral Reading Fluency portion of the DRA2 assesses a student’s fluency with that level of text. When a student’s fluency continuum score falls below the independent level, it is not necessary continue to the Comprehension portion of the assessment, as the student is not at an independent level. Instead, administer the level below. However, with specific children, the entire ORF continuum (4 indicators, not just reading rate and accuracy) may be scored before determining whether to move onto the comprehension section.

**Reading Questions Aloud to Students**

The DRA2 states that you may read the Written Prediction questions and/or the Written Summary and Response questions aloud to students.

**Written Retell**

DRA2 requires a written retell for levels 28 and above for all students no matter the grade level of the student. If an IEP is in place that names a modification, follow the IEP. If the student can have a scribe or other assistive device for recording written responses based on the IEP, then these accommodations should be provided for the DRA2. These would be the same accommodations routinely implemented and documented to support the student during routine situations and documented on Infinite Campus.

**DRA2 Word Analysis**

The DRA2 Word Analysis Tasks 1, 3, 4, 5, 6, 9, 11, and 12 should be given to all Kindergarteners in the FALL. Word Analysis Tasks are optional in other grades.

**Students with Speech Impairment**

The teacher assessing should be familiar with the specific impairments of each student. When reading orally, a student’s miscue or mispronounced word that is a result of the speech impairment should not be counted as a miscue. The score is based on the student’s intended word, excusing speech impairment.

**Mispronunciations for English Language Learners and Dialect**

Because the DRA2 is a reading assessment, all students should be expected to read the words as they are written. Misread words are always counted as errors (e.g., “like-ed” for “liked”). However, if a student consistently mispronounces words due to regional language dialect or native language speech patterns (e.g., “ax” for “ask”, or “set” for “sit”), then the mispronounced word is coded but is not counted as an error. The teacher assessing should be familiar with the specific speech patterns of the student to assure the scoring adequately distinguishes misread words from words read correctly but mispronounced due to regional dialect, native language speech patterns or language development.

**English Language Learners**

TSD expects all students to have a DRA2 administered to gather baseline data and inform instruction.

**Special Education Exemptions**

None. All students with an IEP are required to have a DRA2 assessment.

**DRA2 Training**

Anyone who administers the DRA2 must attend a TSD training offered by the TSD DRA2 Training Team at your school. DRA2 trainings conducted by the TSD Training Team, which includes instructional coaches and specified literacy liaisons, help ensure alignment of assessment practices across the district, increasing the reliability of district DRA2 data. Trainings include TSD assessment protocols, administration requirements, assessment evaluation, data analysis and management strategies. Please contact Kathy Sather for TSD DRA2 training opportunities.

**Calibration**

CDE requires annua**l** DRA2 calibration. Calibration includes teachers jointly assessing a student, comparing Observation Guides, and jointly scoring continuums. We suggest grade level teams meet to compare a sampling of DRA2 assessments to support scoring validity during the administration as well as after the assessments have been completed. DRA2 Training Team Members are available to support calibration work at the building site. Contact Kathy Sather, Early Literacy TOSA, to schedule a Training Team Member to support this process.